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ABSTRACT

As the Comprehensive Employment and Training Act (CETA) is replaced by the Job Training Partnership Act (JTPA), this report provides suggestions on coordinated activities by the state advisory councils for vocational education (SACVEs) to assist in the development of overall JTPA policy and the planning of programs at state and local levels. The first section describes the organizational structure of JTPA and the areas in which vocational education representatives can assist with planning and implementing. Section 2 outlines the functions of the state jobs training coordinating councils and suggests activities for the SACVEs at the state level. Section 3 describes the functions of the local private industry councils and suggests SACVE activities for the local level. The fourth section outlines programs in three of the four titles of JTPA: Title I--Governor's Coordination and Special Services Programs, Title IIA--Job Training for the Disadvantaged, Title IIB--Summer Youth Programs, and Title III--Special Programs for Dislocated Workers. Additional resources to aid the transition from CETA to JTPA are listed. (SK)

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"No domestic challenge is more crucial than providing stable, permanent jobs for all Americans who want to work...

"Education, training and retraining are fundamental to our success. Labor, management, and government at all levels can and must participate in improving these tools of growth."

President Ronald Reagan
State of the Union Address
January 25, 1983

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JTPA

JOB TRAINING PARTNERSHIP ACT
(P.L. 97-300)

SUGGESTED ACTIVITIES
FOR
STATE ADVISORY COUNCILS
ON VOCATIONAL EDUCATION

PRESENTED BY:

THE NATIONAL ADVISORY COUNCIL
ON VOCATIONAL EDUCATION

DATE: MARCH 14, 1983

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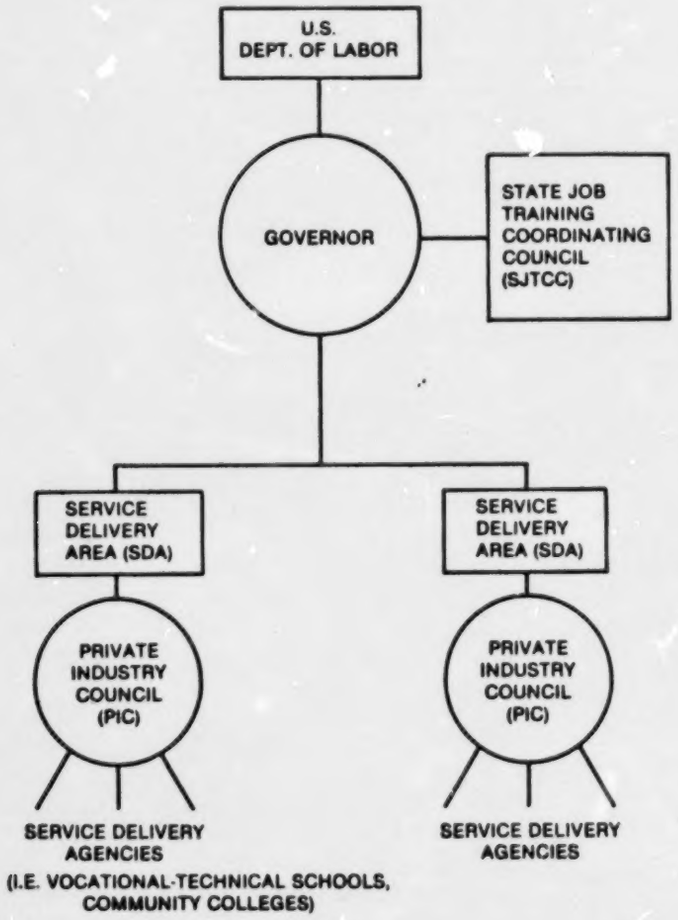
THE JOB TRAINING PARTNERSHIP ACT (JTPA)

The following report provides suggestions on coordinated activities by the State Advisory Councils on Vocational Education, working with other interest groups in the vocational education community, to assist:

(1) the development of overall JTPA policy at state and local levels;

(2) the planning for programs to be implemented at state and local levels.

ORGANIZATIONAL STRUCTURE OF THE JTPA



The need for action:

This report has one central function: to alert the State Advisory Councils on Vocational Education of the need for voc-ed representatives to begin having input into the planning and implementation of the Job Training Partnership Act (JTPA). On October 1, 1983, the JTPA will officially replace the final remnants of the Comprehensive Employment and Training Act (CETA).

The transition period from CETA to JTPA has already begun. States are at a wide range of stages in forming the organizational structures mandated under the JTPA (pictured left).

The training programs authorized under the JTPA will be some of America's most ambitious efforts to provide meaningful and lasting relief to serious unemployment problems for the disadvantaged.

Vocational education's resources will be instrumental in assuring the success of the JTPA programs at state and local levels. In-place training and counseling delivery systems offered by vocational education, as well as expertise in administration, curriculum development and instructor development will be of vital importance to JTPA planning and program implementation.

Management of JTPA programs, however, is designed to be developed only at the initiative of interested private and public sector groups at state and local levels. Voc-ed's involvement in the planning and implementation of the JTPA will largely be determined by the initiatives taken by the voc-ed community itself.

The State Advisory Councils are and will be important catalysts in the creative development of these initiatives by vocational education. This is especially true during the immediate transition period.

What Vocational Education can do for the JTPA:

The State Advisory Councils on Vocational Education, working closely with the Local Advisory Councils and other agencies concerned with vocational education, can begin to take action to assist in the activities of the transition period. Partnerships which develop around the JTPA now will be central to the long-term developments of the JTPA at state and local levels.

Below are some general areas in which voc-ed can assist the planning and implementation of the JTPA:

* Providing in-place effective training with efficient and non-duplicative use of tax dollars;
* Providing services and expertise in training program support, such as counseling, administration, curricula and curricula development, instructor development, and enrollment procedures;
* Providing high quality instructional facilities and equipment;
* Developing lines of communication with private sector employers, and with eligible program participants;
* Providing information on local labor market statistics and training needs;
* Assisting the formation of Service Delivery Areas for communities of less than 200,000 population, through assisting the development of consortia with other communities.
* Assisting the development of state and local cooperative education agreements, and the development of coordinated state training plans.

What the JTPA can do for Vocational Education:

The Jobs Training Partnership Act offers vocational education one of its greatest opportunities to become a true partner in the development of much needed employment training in each state, and in each community.

The landmark JTPA program places job training administration and program selection responsibility with private and public sector partnerships formed voluntarily at state and local levels. The act repeatedly encourages the involvement of the voc-ed community in these important partnerships.

THE STATE JOB TRAINING COORDINATING COUNCIL (SJTCC)

SJTCC REPRESENTATION:

	33% BUSINESS AND INDUSTRY
AT LEAST	20% STATE AGENCIES & ORGANIZATIONS
AT LEAST	20% LOCAL GOVERNMENT UNITS
AT LEAST 20%	GENERAL PUBLIC, LABOR, LOCAL EDUCATIONAL AGENCIES, ELIGIBLE PARTICIPANTS, COMMUNITY BASED GROUPS

PRINCIPLE RESPONSIBILITIES:

- ★ Recommends a JTPA coordination and special services plan to the Governor
- ★ Recommends a state plan for Service Delivery Area designation (SDA)
- ★ Certifies consistency of Governor's JTPA plans with other state plans
- ★ Recommends changes in state JTPA plans to improve service delivery programs
- ★ Reviews the vocational education needs of the state and the extent to which JTPA coordinates with other programs to fulfill these needs

Importance of input at the state level:

The creation of policy governing or guiding the use of JTPA funds will be done, in most states, through the Governor's office.

Congress intended for vocational education to play a key role in working with the Governor in the development of JTPA planning and operational policy, and assisting the Governor in developing coordinated state training plans. This involvement of voc-ed is not required by the act, however, and is assured only through the initiatives of the vocational education community.

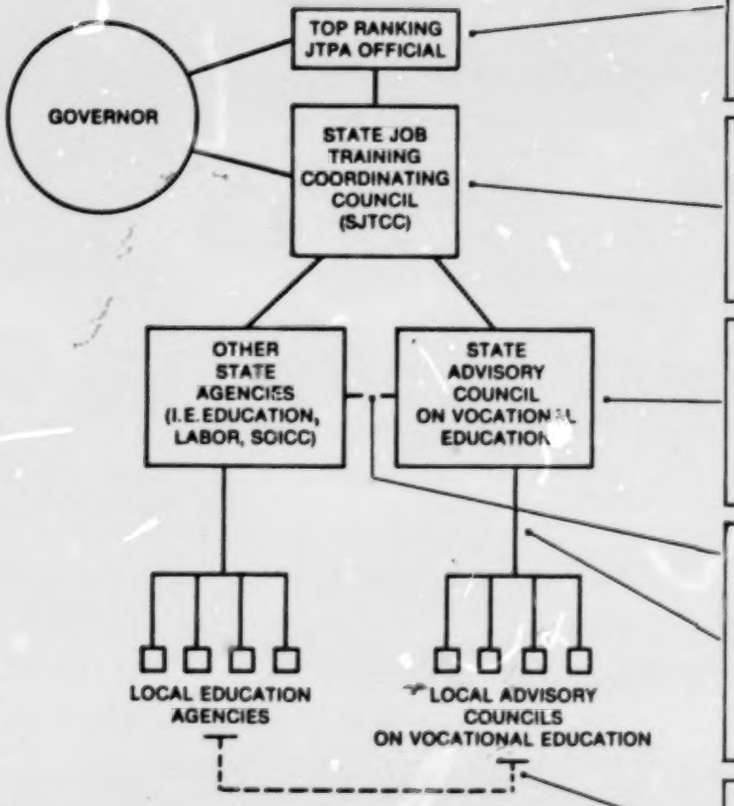
The State Job Training Coordinating Council (SJTCC) is the organizational unit created by the JTPA to assist, in an advisory capacity, the Governor in developing JTPA policy. The representation on, and responsibilities of, the SJTCC are outlined on the left.

The SJTCC can be an effective advisory body in helping to mold the JTPA into an efficient and successful program. The impact of the SJTCC will be greatest during the immediate transition period.

The State Advisory Councils on Vocational Education are important factors in assuring voc-ed's maximum representation on the SJTCC or on the various state level task forces or committees appointed to precede the SJTCC's creation.

SJTCC representation on the State Advisory Council continues to be required by the Vocational Education Amendments of 1976.

Suggested activities for the State Advisory Councils on Vocational Education (State Level):


GOVERNOR
TOP RANKING JTPA OFFICIAL
STATE JOB TRAINING COORDINATING COUNCIL (SJTCC)
OTHER STATE AGENCIES (I.E. EDUCATION, LABOR, SOICC)
STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION
LOCAL EDUCATION AGENCIES
LOCAL ADVISORY COUNCILS ON VOCATIONAL EDUCATION

1. Identify who is in charge of the JTPA at the state level.
   In most states this individual has been identified as the top ranking CETA official, during the transition period. Other states have appointed JTPA transition teams, or designated educational officials to oversee the transition.

2. Request State Advisory Council representation on the transition team and/or the State Job Training Coordinating Council (SJTCC) if one has been formed.
   The JTPA (sec.122) recommends State Advisory Council representation on the SJTCC, along with other voc-ed representatives.

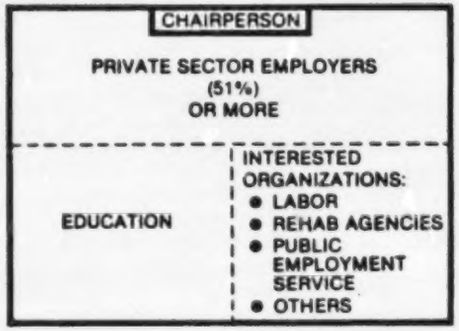
3. Establish within the State Advisory Council a JTPA committee.
   This committee can have the responsibility of keeping the State Advisory Council informed on matters relating to JTPA transition activities in the state, and can make recommendations for action.

4. Assist in the establishment of a voc-ed information system to coordinate JTPA activities.
   The State Advisory Council should work closely with the Local Advisory Councils on Vocational Education and other representatives of voc-ed at state and local levels. JTPA liaison persons should be identified by each voc-ed unit to assure communication on JTPA activities.

5. Help coordinate the planning and operation of regional and local JTPA conferences and workshops.
   These conferences can help develop strategies for assuring voc-ed representation and participation in JTPA activities at state and local levels.

The Private Industry Council (PIC):
Representation and Responsibilities

REPRESENTATION ON THE PIC
(INITIAL APPOINTMENT BY CHIEF GOV'T OFFICIAL)



PRINCIPLE RESPONSIBILITIES:

- DEVELOP OR DELEGATE THE DEVELOPMENT OF THE JOB TRAINING PLAN FOR THE SERVICE DELIVERY AREA
- SELECT GRANT RECIPIENT TO ADMINISTER THE PLAN
- PROVIDE POLICY GUIDANCE TO JTPA SERVICE PROVIDERS
- EXERCISE OVERSIGHT WITH RESPECT TO THE IMPLEMENTATION OF THE JTPA PLAN

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Importance of input at the local level:

The majority of JTPA funds will flow from the Governor to the Private Industry Councils representing each Service Delivery Area (SDA). The Private Industry Council (PIC) is a three unit partnership of:

1. Units of local government and education
2. Private sector employers
3. Service providers

The intent of the JTPA is to increase private sector involvement in the planning, implementation, and evaluation of job training programs for the poor. Thus 51% of the PIC membership must be representative of the private sector, and the chairman must be selected from this group.

Initial PIC appointments will be made by the chief government official in each Service Delivery Area. Thereafter the PIC will determine,within JTPA guidelines, its own membership.

The PIC is the principal planner and decision-maker in the allotment of JTPA funds at the local level. Primary PIC criteria used in selecting service providers will be demonstrated performance, and the ability to meet training standards in terms of quality and costs.

Local vocational education providers, such as vocational-technical schools and community colleges, need to be encouraged to take early initiatives in assuring their involvement in training plans developed by the PIC.

Voc-ed's representation on the PIC, including the representation of Local Advisory Councils on Vocational Education and local education providers, will help assure voc-ed's involvement in the JTPA.

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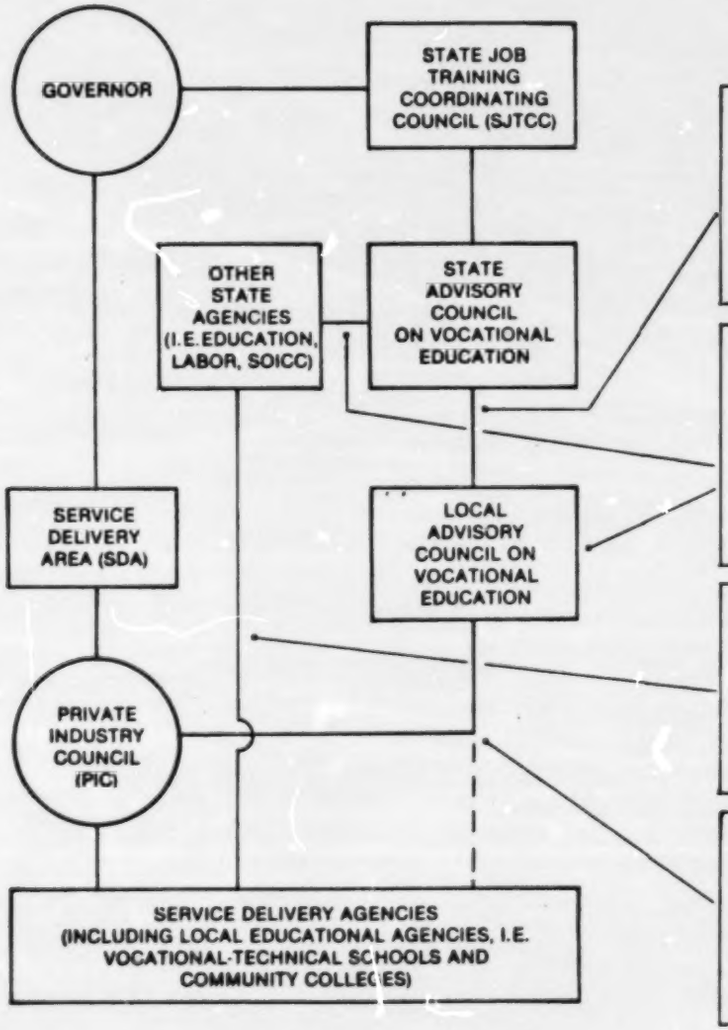

GOVERNOR
STATE JOB TRAINING COORDINATING COUNCIL (SJTCC)
OTHER STATE AGENCIES (I.E. EDUCATION, LABOR, SOICC)
STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION
SERVICE DELIVERY AREA (SDA)
LOCAL ADVISORY COUNCIL ON VOCATIONAL EDUCATION
PRIVATE INDUSTRY COUNCIL (PIC)
SERVICE DELIVERY AGENCIES (INCLUDING LOCAL EDUCATIONAL AGENCIES, I.E. VOCATIONAL-TECHNICAL SCHOOLS AND COMMUNITY COLLEGES)

Suggested activities by the State Advisory Councils on Vocational Education (Local Level):

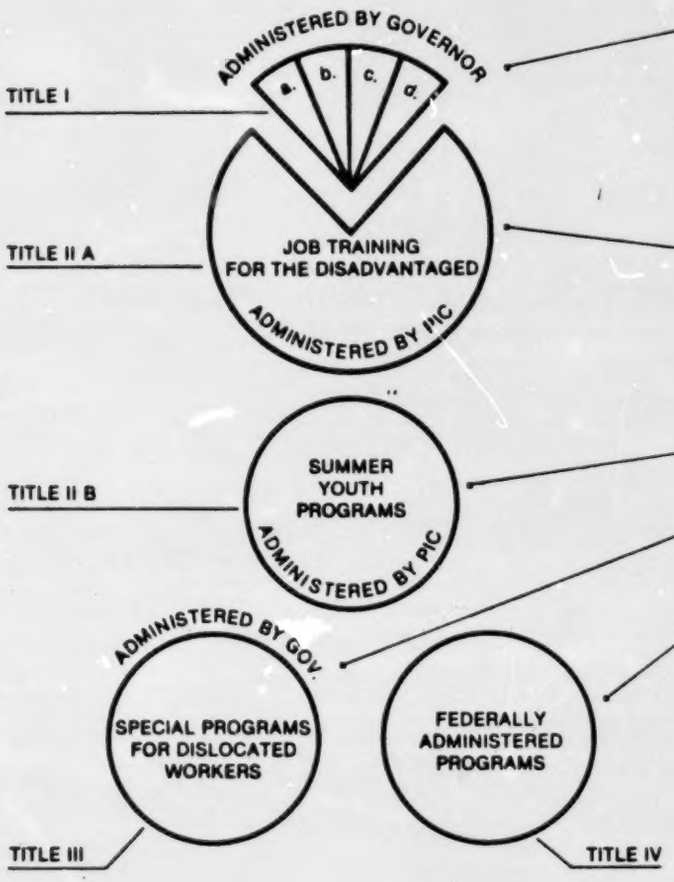
1. Provide the Local Advisory Councils on Vocational Education, and others in the voc-ed community, with information on the Private Industry Councils (PIC).
   Information, particularly on the timetables for PIC formation, needs to be provided from state to local levels in the early stages of the JTPA transition period.

2. Communicate to the Local Advisory Councils, and others in the voc-ed community, the importance of representation on, or some other involvement with, the PIC.
   Even though most PICs have yet to be formed, voc-ed leaders can begin informing relevant local government officials of the importance of voc-ed involvement in the PIC. First, voc-ed leaders must themselves be aware of the importance of PIC involvement.

3. Help encourage vocational educators to take the initiative in providing the liaison between local government officials and private sector employers, especially in the initial formation of the PIC.
   Many vocational educators have formed effective relations with private employers through trade advisory committees and cooperative training agreements.

4. Help in the development of conferences and workshops on the JTPA at the local level.
   Conferences and workshops will be important in the development of cooperative strategies to assure voc-ed involvement in the JTPA; and in the two-way communication of information relevant to JTPA planning at both state and local levels.

MAJOR FUNDING CATEGORIES UNDER THE JTPA



Summary of Programs:

TITLE I: GOVERNOR'S COORDINATION AND SPECIAL SERVICES PROGRAMS

a. Special Programs (Sec.121)
b. Coordination Grants and Cooperative Agreements (Sec.123)
c. Training for Older Individuals (Sec.124)
d. Incentive Grants (Sec.202)

TITLE IIA: JOB TRAINING FOR THE DISADVANTAGED

a. Training Services for Disadvantaged Youth and Adults
b. Exemplary Youth Programs

TITLE IIB: SUMMER YOUTH PROGRAMS

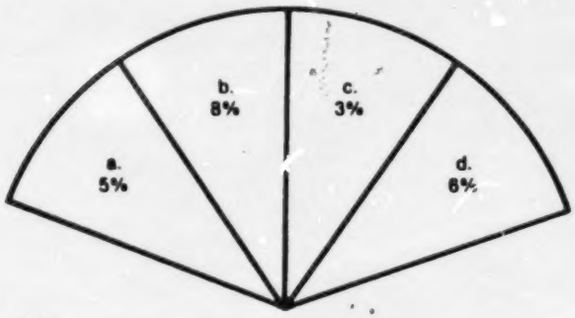
TITLE III: SPECIAL PROGRAMS FOR DISLOCATED WORKERS

TITLE IV: FEDERALLY ADMINISTERED PROGRAMS*

(Includes Native American Programs, Migrant and Seasonal Farmworker Programs, Job Corps, Affirmative Action Programs, and the Cooperative Labor Market Information Program.)

*Not covered in this report.

TITLE I
GOVERNOR'S COORDINATION AND SPECIAL SERVICES PROGRAM



TITLE I
FY84 STATE ALLOCATIONS: *

A. SPECIAL PROGRAMS (5% OF TITLE II A) $_____

B. STATE EDUCATION COORDINATION GRANTS (8% OF TITLE II A) $_____

C. TRAINING FOR OLDER INDIVIDUALS (3% OF TITLE II A) $_____

D. INCENTIVE GRANTS (6% OF TITLE II A) $_____

TOTAL SET-ASIDE OF TITLE II A FUNDS FOR TITLE I PROGRAMS: 22%

* Fill in as allocations are determined.

Title I Programs: Governor's Coordination and Special Services Programs

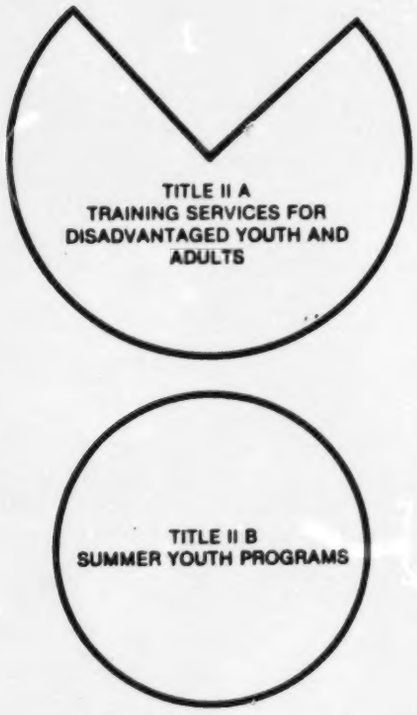
1. Principal administrator of funds:
   Governor's Office with advisory input from the State Job Training Coordinating Council (SJTCC)

2. Eligible Programs:
   a. Special Programs (sec.121):
   Includes technical assistance to the Service Delivery Areas (SDA's); model programs; offenders programs requiring special attention; special programs for rural areas; special programs in energy conservation and solar energy.
   b. Coordination Grants and Cooperative Agreements (sec.123):
   Includes funding of training and coordination service agreements between the designated state education agency and local educational agencies (LEA's), with 50% matching share of funds from the LEA's.
   c. Training for Older Individuals (sec.124):
   Includes programs which provide re-training for specific job openings or market demands.
   d. Incentive Grants (sec.202):
   Includes special allocations of funds to programs which have exceeded performance standards.

3. Suggested activities for the State Advisory Councils on Vocational Education:
   ** Gather recommendations from the Local Advisory Councils on Vocational Education, and other sources, for Title I program areas which should be included or stressed in the SJTCC's recommended state plan to the Governor.

   ** Assist Local Advisory Councils in advising voc-ed school staffs on improvements to programs and services needed to make them meet or exceed JTPA performance standards.

TITLE II A
FY84 STATE ALLOCATION: $_____
(DOES NOT INCLUDE FUNDS FOR TITLE I PROGRAMS)



TITLE II B
FY84 STATE ALLOCATION: $_____

*Fill in as allocations are determined.

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Title II Programs: Training Programs for the Disadvantaged

1. Principal administrator of funds:
   The Private Industry Councils (PIC's) are allotted funds from the Governor. The PIC determines allotments to the service providers.

2. Eligible programs:
   a. Training Services for the Disadvantaged (sec.204):
   Includes job search assistance; job counseling; remedial and basic skills education; skill and voc-ed training; retraining and upgrading; education-to-work transition programs; vocational exploration; high school equivalency certification; pre-apprenticeship training; use of advanced training techniques; customized training for specific employers or job openings.
   b. Exemplary Youth Programs (sec.205):
   Includes education for employment programs; pre-employment skills training; entry employment experience; school-to-work transition assistance.
   c. Summer Youth Programs (sec.252):
   Includes basic and remedial education; classroom voc-ed training; employment counseling; outreach and enrollment activities; supportive services.

3. Suggested activities for the State Advisory Councils on Vocational Education:
   ** Help provide voc-ed representatives and Local Advisory Councils on Vocational Education with information on programs eligible under Title II.

   ** Help encourage Local Advisory Councils and other local voc-ed representatives to develop recommendations on Title II programs which should be included in the PIC's training plan.

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TITLE III
FY84 STATE ALLOCATION: $_____

* Fill in as allocations are determined.

Title III Programs: Special Programs for Dislocated Workers

1. Principal administrator of funds:
   a. Governor's Office with advisory input from the State Job Training Coordinating Council (SJTCC). A 50% matching share is required from funding recipient.

2. Eligible programs:
   a. Job training, retraining; job search assistance, placement, relocation assistance for the following individuals:
      * Victims of mass lay-offs
      * Victims of natural disasters
      * Persons affected by the relocation of Federal facilities
      * Residents of high unemployment areas or designated enterprise zones.

3. Suggested activities for the State Advisory Councils on Vocational Education:
   ** Provide Local Advisory Councils on Vocational Education with information on programs eligible under Title III.

   ** Identify, with the assistance of the Local Advisory Councils, areas of the state eligible for assistance under Title III. Provide the SJTCC with this information.

   ** Solicit Title III program recommendations from Local Advisory Councils, and provide recommendations to the SJTCC.

ACKNOWLEDGMENTS

The Council is very thankful to those individuals who took the time to review this document and give us valuable suggestions. We are also grateful to the National Association of State Advisory Councils on Vocational Education for assistance.

Additional resources

For additional information on the Job Training Partnership Act (JTPA) the following resources are recommended:

1. "Building a Partnership: Vocational Education and the Private Sector"; an in-depth report on the JTPA commissioned by the American Vocational Association, 2020 N. 14th Street, Arlington, VA, 22201.

2. "Tracking the Transition"; a report on the JTPA transition period prepared for the National Commission for Employment Policy, 1522 K Street, NW, Suite 300, Washington, D.C., 20005.

3. "Guide to the Transition from the Comprehensive Employment and Training Act to the Job Training Partnership Act"; a report produced by Youthwork, Inc., and the National Association of Private Industry Councils, Suite 510, 1055 Thomas Jefferson Street, NW, Washington, D.C., 20007.

4. "The Job Training Partnership Act"; Public Law 97-300, U.S. Government.

Contact the National Advisory Council on Vocational Education if assistance is needed.

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